School co-operatives

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PREFACE

At a time when the demand for school facilities far outruns the financial means which many governments, particularly those in newly independent countries, can earmark for educational expansion, it is natural that there should be a revival of interest in school co-operatives. What is so attractive about these organizations is that they are not just a means for lightening the financial burdens of parents and contributing to the upkeep and equipment of schools – they have an educational value at least equal in importance to their economic advantages. Nor is the training they provide restricted to the vocational aspects of life. It is claimed by enthusiastic co-operators that school co-operatives are an excellent way of developing qualities of character and personality: initiative, decision, self-control, self-respect and respect for others, readiness to accept civic and social responsibility.

Originating in France, school co-operatives are now to be found in nearly thirty countries, although the importance attached to them varies considerably. Among the regions in which they have taken strongest hold is Latin America; accordingly, in planning this issue of Education Abstracts *the editors invited the collaboration of a distinguished Mexican authority, Professor J. Ventosa Roig. The introductory essay and abstracts initialled V.R. are by Professor Ventosa Roig, while the Secretariat of Unesco is responsible for the rest of the abstracts and for the general editing.*

Most of the items reviewed in the essay and the abstracts are from Europe and Latin America, but this apparent disproportion is believed to reflect the present state of the literature on this subject. While the author and editors would welcome information on useful books and documents that have not come to their notice, they feel that the main object of this issue of Education Abstracts *will have been attained if it has kindled an interest in the subject of school co-operatives and provided an introduction to the literature.*

SCHOOL CO-OPERATIVES

by

Juan Ventosa Roig

School co-operatives are the youngest branch of the co-operative movement, from the rest of which they also differ in the priority given to educational over economic considerations and the need to think in terms of the mentality not merely of a particular social or population group but of a particular level of education as well.

There is as yet no body of rules for running school co-operatives which is accepted universally, in the way that the Rochdale Principles - despite the existence of doctrinal differences as profound as those between Charles Gide's integral co-operation (34)* and the theory of Dr. Fauquet's "Co-operative Sector" - are accepted for co-operatives in general and consumers' co-operatives in particular. All writers on school co-operatives are agreed in regarding them as an educational device specially well fitted to instil ideas of responsibility, team work, group loyalty and initiative, and hence as an excellent introduction to fundamental education (13, 14). However, when it comes to laying down the methods for achieving the end sought, we find great differences of view, even on such important points as the extent to which teachers should have a hand in running the co-operatives, the way in which profits should be used, and whether membership should be voluntary or compulsory. This makes it desirable for those responsible for spreading the movement to inform themselves on the results secured elsewhere in situations similar to those facing them. Another essential is to avoid saddling the co-operative in advance with over-meticulous regulations but instead - after giving him the necessary training - to trust the judgement of the teacher; otherwise the necessary changes, when events show that a wrong line has been taken, will prove very difficult.

Another thing to be guarded against is over-optimism based on insufficient and sometimes unreliable information. The advantages, educational and social, claimed for school co-operatives by Professor B. Profit (57) and his followers are a proven fact; but it would be a great mistake, liable to result in disappointments, to assume that all that is needed is to apply the same methods in any country, and any cultural and economic milieu, to secure similar results (30). However good in itself a method or system may be, its educational effect will always depend in large measure on the personal knowledge and personal qualities of those responsible for applying it and on the milieu in which it is to be used. Only an educator who looks on his work as a true vocation and knows enough about co-operative procedures to adapt them to whatever milieu he has to work in will be able to get the best results from school co-operatives, such as have been achieved by excellent teachers first in France and later in other countries (6). The primary concern should thus be to give adequate training to the teachers who will have to launch and guide the co-operatives (XXX, XXXI).

History

The first experiments in school co-operatives appear to have taken place in France. In 1861 one was founded in Paris, in the form of a mutual benefit society with activities limited to school insurance and savings (59, No. 69, 1933). This was followed in 1899 by the establishment of a school forestry co-operative in the Jura and, ten years later, by the formation of the Fédération des Sociétes mutuelles scolaires forestières, pastorales et fruitières et des Amis des arbres de l'Ain. Similar school societies in large numbers were soon started in other French Departments; up to the present they have to their credit over 1,500 hectares of barren land reafforested, millions of trees planted, and the improvement of fruit crops in a number of regions by replanting or grafting. Another early organization in France was a school co-operative in Carcassonne, in 1912, which used profits for the assistance of needy pupils (31, p. 17).

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* The arabic numerals in brackets refer to the bibliography which follows this essay; roman numerals refer to abstracts.

In Poland, the first school co-operatives appeared in 1906; at first they were simply school loan and thrift societies but their subsequent spread was rapid and their objects became wider. The beginnings of the movement in Rumania, with membership completely voluntary, date from 1908 (59, No. 69, 1933).

Despite the foregoing cases, and certain others, it is to B. Profit, Inspector of Primary Education at Saint-Jean d'Angely (Charente-Maritime, France) that the credit must undoubtedly go for the foundation there of the first school co-operative proper - the prototype of the most widely adopted pattern - which the children themselves christened "Les Petites Abeilles". The immediate purpose of this and similar co-operatives was to raise funds for the most urgent needs of the schools and for the renewal and modernization of the teaching material (31, p. 15). However, Profit had a further object, to create a new medium of mental and moral training, by spreading "active" methods in which the children cease to play a purely passive rôle (56).

From La Coopérative Scolaire Française (57) a clear picture emerges of the movement's rapid expansion in France and of its excellent results, culminating in the attainment, in 1954, of a total of some 20,000 units, with a membership of over 840,000 children, affiliated to the Office central de la Coopération à l'école (O.C.C.E.), a body created to guide the movement's activities, not only throughout France but also in all French possessions and dependencies, through the medium of publications, national congresses etc. (13, 61, 65, 66).

From France, school co-operatives spread to most of the countries of Europe.

In some they came as completely new creations, stemming direct from the schools and modelled on the French pattern - as in Belgium where, despite the lack of a central directing and co-ordinating body (19, No. 2, 1950), the movement made remarkable progress from 1949 onwards (61, No. 58, 1952), with 750 societies in being in May 1952 (6, p. 10). The absence of a central body for the guidance of teachers is to some extent made good by Information and Instruction Seminars such as those held at the State Teacher Training Colleges at Laeken and Mons in 1953.

In Italy, too, school co-operatives came as a complete innovation. The movement was launched by the Unione Italiana dell'Educazione Popolare of Milan, by the publication of Aldo Oberdofer's handbook Manuelleto per le Cooperative Scolastiche, the most interesting passages of which are reproduced by Fabio Luz Filho in his Cooperativas escolares (44). Worthy of special mention is the work done by the Cooperativa della Tipografia nella Scuola (Society for School Printing Shop Co-operatives). This association of teachers using the Freinet method has held two congresses, the last in Signa (Florence).

The spread of the Freinet method, first applied in France and later in Belgium, Spain, Italy, Mexico and other countries, often paved the way for the establishment of school co-operatives, to which the active methods used by its inventors are perfectly well adapted (20, No. 78; 24, 1955, No. 6; 39; 41; 61, No. 58).

In other countries - e.g. Bulgaria, the Union of Soviet Socialist Republics and Poland (13) - there were considerable pre-existing structures of which advantage was taken in building up a school co-operative movement; they often had a number of features in common with the 4-H Clubs and other youth associations for co-operative work which have spread from the United States of America to the Scandinavian and Anglo-Saxon countries of Europe and Africa and which are alike in constituting a method of social training through a gainful joint undertaking, usually on a small scale (XVII).

In Spain there are educational institutions of a co-operative nature called Cotos escolares, with powerful legal and financial backing from the State. They are gainful undertakings of which the yield is used for the benefit of the school co-operative (42, 43).

The idea spread from Europe to other parts of the world - Tunisia (65, 66), the Cameroons and other African territories (51, p. 186) and India, particularly the provinces of Madras and Bombay (14). In Ceylon there were 953 establishments in 1953, with a total membership of 100,000 (19, No. 5-6, 1954). In Israel, where the co-operative idea in all its forms has achieved an amazing development, co-operatives were started in State schools at the instance of the Government (19, No. 1, 1950).

As far as primary school co-operatives are concerned, the United States of America, where admirable examples of them are to be found (72), got the idea from Europe. In production co-operatives, however, it set the pace and its 4-H Clubs and similar youth associations have struck roots in Europe, and countries of the British Commonwealth (13). According to Roger Kerinec (38) in 1941 the United States of America had 300 co-operatives in educational establishments - mostly universities - with 50,000 members and an annual turnover of more than six million dollars. In addition to their value to their members in terms of character building (59, No. 10, 1955) the school or university co-operatives supply them with board and lodging at prices within their reach. In 1952 the number of co-operatives had risen to 500, with a membership of 50,000 and a turnover of $10,000,000 (18, No. 13); today the individual membership represented by the League of School Co-operatives is 75,000. The universities and great co-operative federations make every effort to give teachers an adequate knowledge of this side of the educational process (70).

In the Argentine the school co-operative movement began with a number of isolated - and usually ephemeral - experiments. In 1952 a division for the promotion of school co-operatives was formed in the Centro Nacional de Educación but was soon abolished (I, p. 32). In 1923 co-operative practice was taught in secondary schools and the National Council of Co-operatives made provision for the setting up of societies in every school zone of the capital. Some of them achieved a membership running into thousands (VI, p. 61), to whom they were of great material benefit. However, the educational results are likely to have been less satisfactory, for perusal of the Rules of a specimen society (28) would indicate that the children themselves had a purely passive rôle, being represented even in the General Meetings by parents and guardians who alone had voting rights.

In 1925 it was laid down that addresses were to be given in all schools on the occasion of the Day of the International Co-operative Movement. Pro-co-operative publicity was intensified and in some provinces - e.g. Buenos Aires and Entre Ríos - teaching on co-operatives was given in schools (27, 1950). School co-operatives were started in which more scope was given to the children (XIX).

One of the first Latin American countries to give school co-operatives a trial was Brazil. The initial experiments took place in the Federal District in 1928, and the municipal bye-law covering them - No. 2940 of 28 December of that year - was the first legal enactment on the subject (44, p. 243). In 1931 Dr. Fabio Luz Filho published the first set of Model Rules for School Co-operatives (7), followed, in 1933, by the first edition of his Cooperativas Escolares (44), both written for the Rural Department of the Federal Ministry of Agriculture. These two works set forth the standards for school co-operatives, forming the basis of Article 34 of Law 22,2239 of December 1932 (7) in which the latter are defined (44, p. 221). As a result of the Ministry of Agriculture's efforts, the first State Department of Co-operative Affairs was formed in São Paulo State in 1933, followed by similar action in the States of Paraná, Bahia, Santa Catarina, Pernambuco and others (48). In some of these cases, standard regulations were produced which diverged markedly from the model already mentioned, with which later works sponsored by official bodies (51, p. 39) also disagreed.

In 1954 (44, p. 134) Brazil had 759 school co-operatives. The movement is not merely growing steadily in size but also improving in organization and effectiveness, thanks to the unremitting labour of the official bodies concerned and to the work being done to educate the public by a strong team of teachers and intellectuals operating from the Centro Nacional de Estudos Cooperativos (12). At the present time among Latin American countries, it is Brazil that produces the largest number of periodicals, books and pamphlets providing information on, or publicity for, the co-operative movement. Much of this material is distributed free of charge (2, 23, 63). Additional legislation on co-operatives in a number of Brazilian States prescribes the establishment of school co-operatives, of which membership is to be compulsory, in schools under the public education authority (48, p. 217, 219, 221).

In Guatemala, Article 49 of the Constitution binds the State to protect the co-operative movement, and its organization and regulation by statute is defined as "of urgent necessity" (4, p. 111) by Article 100. The Department of Co-operative Affairs was established in August 1945 by Decree No. 146, with the dissemination of co-operative education as one of its responsibilities (4, p. 115). In addition to arranging short courses, lectures and study circles

on the subject (35, 1950), the Department drafted the Co-operatives (Regulation) Bill, passed and promulgated by the National Congress as Decree No. 643 of 13 July 1949 (4, p. 133). This Department also carried out the drafting of the Standard Regulations, previously agreed by the Co-operative Congress of 1950 (XIII, p. 139). Broadly, school co-operative practice in Guatemala conforms to the French model, but introduces the "Rochdale" practice of returning 50% of profits to the members. Legal responsibility in respect of dealings of school co-operatives with third parties devolves on the teacher, who acts as adviser with the right of vetoing agreements that he considers detrimental to the co-operative's interests, or illegal. The establishment and membership of co-operatives are both voluntary.

The first two school co-operatives were opened in 1949. In 1951 there were 15 registered, and the ten which submitted their returns in time for inclusion in the Department's Report had a total membership of 1,182 (35, 1951), with an annual turnover of 5,333 quetzals.(1) Over the same period the Department of Co-operative Affairs issued 14 original or translated publications and also published a review, "Cooperación" (16), in which a leading place was given to school co-operatives.

Both their organization and the educational and ideological lines along which they are directed, place the school co-operatives of Guatemala in the first rank of the movement in Latin America.

In Mexico, from 1922 onwards (59, No. 5, 1952), individual teachers initiated school co-operatives, both consumer and producer, and met with unqualified success, especially with the second type which attained a noteworthy degree of development particularly in the boarding, and certain primary, schools (5). The numbers of co-operatives increased and in 1934 - and again in 1937 (58) - the Secretariat of Education issued regulations for them and made them compulsory in all schools. However the lack of a central office, with adequate trained staff and resources, to guide and control such a multitude of societies led to great confusion and to the creation of increasing numbers of what were co-operatives in name only (X), in the management of which the pupils themselves took practically no part. In 1941 an order was issued for the liquidation of all existing societies, for purposes of reorganization. While this got rid of the "nominal" co-operatives, it also put an end to many genuine ones which were models of educational and economic effectiveness.

In 1947 school co-operatives were instituted afresh and a Department of Co-operative Education was formed to reorganize them (XXI, p. 554). In principle they remain compulsory for all schools and all pupils are bound to join, but neither rule is strictly applied (XVIII), persuasion normally taking the place of compulsion (59, No. 5, 1952). In December 1955 the number of registered school co-operatives which had submitted their accounts was 1,520, with 167,000 members and an annual turnover of 1,700,000 pesos.(2) The profit on trading was about 294,000 pesos of which 176,000 pesos were returned to members as dividend and the balance used for school improvements and social objects (XXVI). In 1948 a Bill for the regulation of school co-operatives was drafted in the light of Mexican conditions and the lessons of experience (47). However, it never secured passage into Law and in practice the less suitable School Co-operative Regulations of 1937 (46), modified from time to time by Secretariat of Education Orders (XVIII), have remained in force.

The Republic of El Salvador is a late-comer in the field of school co-operatives, but the delay has been more than compensated by the prudent and effective methods adopted to launch the movement. From the very start, attention was paid to inducing the right frame of mind in the teaching profession (V, p. 16) and civil service; by way of preliminary several months were given up to short intensive courses for teachers.

In view of the essentially educational character of school co-operatives, the Government realized the impossibility of bringing them within the terms of a law on co-operatives in general, without distorting their nature. At its instance, therefore, the Legislative Assembly passed a Law for the Conduct and Promotion of Co-operative Education, making this an integral part of the education provided by the State, at all levels, and requiring conformity with the universally accepted Rochdale principles to the extent permitted by the age of the pupils and by educational considerations (VIII).

(1) Rate of exchange: 1 quetzal = US $1.

(2) Rate of exchange: 12.47 pesos (Mexican) = US $1.

A Central Office and Higher Council of Co-operative Education have been set up in the Ministry of Culture. School co-operatives are corporations at law. They are compulsory for primary schools and voluntary for others. Their membership includes the teaching staff, who occupy one-third of the administrative posts, it being required by law that the pupils be in a majority. A maximum of 50% of profits is distributed to pupils, in proportion to consumption or to work contributed, and the balance is used for social, educational, and recreational purposes.

At the end of 1955, El Salvador had 91 school co-operatives with 17,000 members. The annual turnover was 61,000 colones(1) and the profit in hand 15,200 (22, No. 55, 1955). There are also school co-operative workshops. They concentrate mainly on the making of uniforms and simple suits which are then distributed through the various school consumer co-operatives - i.e. they are working exclusively to supply a need of co-operatives without aiming at a profit themselves.

El Salvador's school co-operative movement is of special interest for two reasons: firstly, for the way in which its introduction and expansion have been timed to keep pace with the growth of the teachers' aptitude for and competence in co-operative affairs; and secondly, for leading the way, through the Law for the Conduct of Co-operative Education, in keeping school and adult co-operative movements entirely separate - the former being placed under the exclusive jurisdiction of the education authorities (VIII).

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The foregoing notes on school co-operatives do not of course cover the whole of this interesting movement. In some cases at the instance of the teachers, in others in obedience to government directives, most Latin American countries are experimenting with the system. Thus we hear of some interesting schemes (1, p. 170) being tried out in Chile, modelled on French ideas but distributing 50% of profits to members in proportion to their work - contribution or consumption.

A number of countries besides these already mentioned have passed legislation on school co-operatives. In 1950 Peru provided for the formation of co-operatives in rural school communities (18, No. 15, 1953); Haiti dealt with them in the Law of 2 September 1953; Colombia, in Article 7 of Decree No. 1646, 1954 directed the Ministry of Education to "..... promote school co-operatives" (18, No. 22, p. 46). A Law on them (No. 4227) was passed by the Dominican Republic on 29 July 1955 (18, No. 24, p. 51); and concurrently Puerto Rico set up an Office of Co-operative Promotion, with the status of a Ministry (18, No. 24, p. 25), an event which cannot fail to assist the development of school and youth co-operatives (the first of these were founded in 1947, and the progress of the movement, up to the date of writing, has been unbroken).

Furthermore, the Regional Seminars on Social Questions (67, p. 42), the Congresses held in American countries and the American Technical Meeting, dealing with methods and problems of education, have all recommended the introduction of school co-operatives "to foster in the people a strong and genuine sense of co-operation". It can accordingly be claimed that the question of launching and strengthening school co-operatives is of topical interest throughout Latin America.

Current trends in the movement

In this rapid and summary review of school co-operatives, glimpses have been offered of marked divergences both in the objects pursued and in the practical forms taken by the movement.

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(1) Rate of exchange: 2.50 colones = US $1.

Beginning with France, we find the objects there formulated as follows in the definition adopted at Tours in 1948 (16, No. 37) by the Congress of the Office central de la Coopération à l'école: "In the public education system, school co-operatives are pupils' organizations, managed by them with advice from their teachers, for the pursuit of joint activities. Inspired by the ideal of human progress, their object is the ethical, civic and intellectual development of the co-operators, through the running of the society and the work of the members. The fruits of this collective work are intended for the beautification of the school, the improvement of working conditions there and the provision of artistic culture and recreation for the members; and secondly for the pursuit of mutual benefit and assistance undertakings for pupils and co-pupils". Work in common (10, 31, XXVIII), in addition to supplying the basic revenues of the co-operative, is the instrument for the achievement of the educational aim. According to the rule laid down by Profit (57), "the receipts of these small undertakings are invariably used for collective ends and are never distributed to the members".

Colombain (13), in his definition, concedes that, in addition to providing for certain common needs (of members) and of the school, school co-operatives may extend their activities to include the satisfaction of "certain needs of the community or region". F. Cattier (10) considers this definition more applicable to foreign than to French school co-operatives, contending that the only thing that the latter have in common with adults' consumer and producer co-operatives is the name. Nevertheless there is a progressive development from the elementary co-operatives of the lowest classes in primary schools to those at university level which are almost indistinguishable from adults' co-operatives - nor indeed are these last without an educational aspect, for we must not forget that, as W. P. Watkins (59, 1933) asserts, "Co-operation is an educational movement making use of the economic process".

The standards set by French school co-operatives were accepted in essence, as far as primary schools were concerned, in almost all European countries (3, 6, 32, 33) and in some cases, embodied in legislation. The differences appear when it comes to applying these standards to schools at a higher level, and consist in the main in giving a more active part to the teachers. In France itself we find Professor Brassart, addressing the Grenoble Conference on "School Co-operatives in Secondary Education", advocating "teachers and pupils working together on a footing of equality" (61, No. 58, 1952).

Leaving aside the "caricatures of school co-operatives", as Professor Saint-Aubert (31, p. 21) calls the school shops managed solely by the teachers, one is struck by the fact that nearly all Latin American States depart in the same way from certain of these principles, in particular, in their practice of distributing a proportion of earnings to the pupils, which Profit and his school condemn out of hand but which in Central and South America is widespread (59, 1952 and 1955; I, VI, VIII, XIII, XVIII etc.). The French school rejects the notion of a dividend for fear of arousing a self-seeking spirit in the young; yet if only part of the profits are distributed, this in fact serves to accustom children to sacrificing their individual interests for a collective or charitable end, as Mexico's experiment clearly shows (59, 1952, p. 123). It is indisputable that working in the knowledge that the product of the work will be used for collective purposes - the French method - is a highly educational form of "team work"; but if there is involved in addition the renunciation of a part of what the child already regards as his own, the accent on generosity and team spirit is then still stronger.

The initiative in founding a school co-operative almost invariably comes from the teachers (13; 59, 1955, p. 86), but it is not always possible, as in Europe, for their subsequent part to be confined to guidance and supervision. Either because co-operative principles and methods are completely unknown locally or - as in Mexico (59, 1955, p. 123) and El Salvador (V) - because the co-operative is using State-owned workshops or farmlands for which the teacher is responsible, he may have to undertake managerial duties, at least until such time as the co-operative is working smoothly and satisfactorily (XXIX). The important point is, first, that the teacher should not let himself become a "fixture" in his managerial functions, and second, that if he is obliged to act as supervisor, he should not seek to usurp the functions of policy making and business management. The distance of some schools - e.g. agricultural schools, boarding schools etc. - from any sizable centre of population sometimes makes it essential for the staff to be able to use the school co-operative for their own requirements (59, 1952, p. 123).

The commonest tendency in France is to have a separate co-operative for each class, these being united into a federation or wholesale co-operative for common requirements. This is undoubtedly the best method, as it permits of the adjustment of co-operative activities at each level to the stage of psychological development reached by the children of a particular age group. Unfortunately, although it is the method recommended by distinguished educators (XVI), and some interesting experiments with it have been carried out, its introduction in the greater part of America is difficult - firstly because of the large numbers of single-teacher schools in rural areas, and secondly for lack of adequate numbers of teachers trained for the work. Thus the only answer is to have a single co-operative and leave it to the judgement of the teacher to allocate tasks according to age.

Leaving aside the overriding educational aim, the immediate objects of a co-operative will be determined by local circumstances. In Guatemala, El Salvador, Mexico and other American republics, co-operatives usually begin as distributive or consumer units (XIV, V, X). In British Guiana they started as savings, and in Trinidad (Lesser Antilles) as credit, co-operatives (59, 1955, p. 93). In France the approved course is to start with production activities (57, 32); and in Czechoslovakia and other European countries, as also in India, French West Africa (13) and many economically underdeveloped regions, it is farming and the practice of local industries which have attracted the interest of pupils and parents to co-operative activities.

Many of the differences observable between the school co-operatives of Europe and other countries respectively are environmental in origin.

In Europe, co-operatives are the fruit of the fortunate circumstance of there being teachers and co-operators who are alike competent and enthusiastic; they thus represent perfection of conformity with the dictum, already quoted, of W. P. Watkins. In Latin America, the keen and active adult co-operative movement, which Lartaud (61, No. 70) claims will inspire the children to significant achievements, is most commonly missing. As the writer has pointed out on another occasion (59, 1952, p. 121), in this part of the American continent it is to the schools that we look for the genesis of a strong co-operative movement, and that is the reason why steps are taken to ensure that - so far as the age of the pupils and the requirements of school discipline permit - the same principles and standards are applied in school as in adult co-operatives.

More debatable on practical grounds and from the point of view of effectiveness, is the introduction into the school co-operative scheme of the element of compulsion. The current Regulations in Mexico (46) make co-operatives compulsory in all schools and there is legislation on similar lines in Brazil (48, p. 219, 221) in the States of Bahia and Santa Catarina and in some Argentine provinces. El Salvador makes them compulsory in primary schools and optional in the rest.

It is difficult to deny the logic of the argument that, once school co-operatives are made an integral part of the system of education, as in the countries named, the teaching of this subject, like any other - and automatically therefore the starting of co-operatives - must be compulsory. However, logic or no logic, any attempt at enforcing the requirement meets with almost insuperable difficulties, the chief of which is the lack of suitably trained teachers. This circumstance, when it is sought to apply the compulsory rule in its full rigour, has the effect of producing increasing numbers of merely nominal school co-operatives (XXIX). In the care of political or territorial units of fairly small size, like some of the Central American countries (V), a few teachers with training and enthusiasm can, in a relatively brief space, pass on to their colleagues the knowledge essential to enable the co-operatives to be something real and effective which will improve with practice. Always, however, the starting of the co-operative must be preceded by the training of the teacher if time is not to be wasted and the system discredited. Co-operative systems cannot be improvised (26, July 1951) and a distinguished President of the A.C.E., G.D. Goedhart, pointed out years ago that "co-operators are not born such and the science of co-operation cannot be assimilated in one's sleep: it has to be studied" (59, p. 261, 1924). Hence there is a fairly universal desire for the teaching of the subject to be introduced forthwith in teachers' training colleges (XXX, XXVI, 55, 67) as the essential first step before starting it in other establishments - a matter which, according to C. Maurice Wieting, Director of the Ohio Farm Bureau Federation (70, 71) and Valdiki Moura (64, No. 23), Secretary-General of the Brazilian C.N.E.C., invariably presents certain complications.

It is thanks to the lessons learnt from earlier failures (X, p. 77) that, despite the establishment of co-operatives in all Mexican schools (46) being nominally obligatory, here and elsewhere in America a policy of forebearance is being pursued in an endeavour to substitute for compulsion, conviction on the part of teachers and pupils (XXIX). Compulsory powers are used mainly to prevent the slackness or lack of interest of a newly-appointed teacher leading to the disappearance of a co-operative created by the persistence and abnegation of his predecessor.

Conclusion

The steadily growing literature on the subject presents the following picture of the school co-operative: It is an application of the modern "active" methods, successful whenever properly trained teachers are available (3, 7, 13, 36, 57, 64, 68, XXI). It introduces the child to life in a society and provides practical lessons in team spirit and selflessness (10, 31, 32, 34, 48, XVI, XIX, XXVIII). It provides an auxiliary source of funds for schools with inadequate grants (26, 36, 57, IX, X). It initiates schoolchildren into the co-operative movement, and most of the work involved, more particularly (35, 53, 55, 67, 69, XIX), has ethical and economic lessons for the co-operators of the future. It is an instrument of fundamental education and a powerful spur to initiative and progress in culturally and economically backward communities (14, 30, 44, 68, IV, IX).

As a method of training and instruction, school co-operatives have proved their worth; and, while some isolated failures have been recorded, they can almost always be set down solely to lack of training in those charged with applying the system. Hence the insistence of most writers and treatises on such training as an essential prerequisite, which, though apparently slower in producing results, is more effective and will produce more enduring results than methods of compulsion.

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12. Centro Nacional de Estudos Cooperativos. Estatuto reformado pela Asambleia Geral Extraordinaria 15 Fevereiro 1952. Rio de Janeiro, 1952.

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14. _____. La valeur éducative des coopératives scolaires. Paris, Office central de la Coopération à l'école, 1941. 43 p.

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18. Cooperativas. Published quarterly by the Co-operatives Section, Pan American Union, Washington, D.C.

19. Co-operative information. Published bimonthly by the International Labour Office, Geneva. Published also in French and Spanish.

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23. Divulgação Cooperativista. Published by the Divisão de Assistência ao Cooperativismo, Secretaria de Agricultura, Industria e Comercio, Estado de Rio de Janeiro, Niterói, Brazil.

24. Education Abstracts. Published monthly except July and August by Unesco, Paris. Published also in French and Spanish.

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43. Lleó Silvestre, Antonio. En pro de las mutualidades escolares y cotos de previsión. Madrid, Instituto Nacional de Previsión, 1954. 295 p.

44. Luz Filho, Fabio. Cooperativas escolares. 4a ed. Rio de Janeiro, Ministerio da Agricultura. 1955. 263 p.

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55. Pan American Union. Development of the co-operative movement in America. Washington, D.C., 1953. 59 p. Published also in Spanish.

56. Profit, Bartholémy. La coopération à l'école primaire. Paris, Delagrave, 1922. 72 p. Published also in Spanish.

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58. Rangel Couto, Hugo. El movimiento cooperativo escolar en México. México, Instituto de Investigaciones Económicas, 1944. 98 p.

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60. Revista de la Cooperación. Published bimonthly by the Federación Argentina de Cooperativas de Consumo, Buenos Aires.

61. Revue de la coopération scolaire. Published bimonthly by the Office Central de la Coopération à l'école, Paris.

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63. Sul-Coop. Published by the Secretaría de Agricultura, Industria e Comercio, Estado de Rio Grande do Sul, Porto Alegre, Brazil.

64. Tirado Benedí, Domingo. Cooperativas, talleres, huertos y granjas escolares. México, Editorial Atlante, 1940. 402 p.

65. Tunisia. Office central d'Etudes pédagogiques. La coopération à l'école primaire. Tunis, 1950. 47 p. (3e. Cahier).

66. _____. _____. La coopération scolaire. Compte rendu des Journées d'étude, Tunis, 23-25 avril 1954. Tunis, 1954. 110 p. (16e. Cahier).

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68. Ventosa Roig, Juan. La cooperación escolar en México, sus finalidades y realizaciones. Informe del Departamento de Educación Cooperativa de la Secretaría de Educación Pública a la Junta Nacional de Educación Primaria. México, 1953. 5 p.

69. _____. Temas cooperatistas de actualidad. Guatemala, C.A., Departamento de Fomento Cooperativo, 1949. 25 p.

70. Wieting, C. Maurice. How to teach consumers co-operation. New York, Harper, 1942. 206 p.

71. _____. The progress of co-operatives, with aids for teachers. New York, Harper, 1952. 210 p.

72. Workshop on Organization and Administration of Rural Schools. Co-operatives in school and community, a teacher's guide. New York, Bureau of Publications, Teachers' College, Columbia University, 1947. 84 p.

I. Buenos Aires (Provincia). Ministerio de Educación. Dirección de educación cooperativa. Eva Perón (Ciudad de La Plata), 1953. 80 p.

In addition to texts of laws and decrees, contains articles on the following topics: "Preliminary plan for the establishment of school co-operatives"; "Elementary guide to co-operatives"; "Co-operative education", describing the most important achievements in this branch of education in the Republic of Argentina and abroad; "The co-operative system", giving some account of the historical background of the movement and explaining the Rochdale Plan; "The protection of the consumer", by Jorge del Rio; "School co-operatives", by Dr. Erico E. Panzoni; "The organization of school co-operatives", a speech by Dr. Emilio B. Bottini; and "Model statutes for a school co-operative". [V.R.]

II. Cattier, F. and Cattier, L. Ce qu'il faut savoir de la coopération scolaire. Paris, Editions "Elcé", 1945. 61 p.

Deals with the school co-operative movement in general, how to draw up rules for a school co-operative, the teacher's rôle, the problem whether to have one co-operative for the whole school or one for each class, difficulties involved, school insurance, possible activities (dealing in particular with the gathering of medicinal plants), and the educational value of school co-operatives. Includes a description of the Office central de la Coopération à l'école and its branches in the various French Départements. There are ten appendices giving sample documents, statutes and reports.

III. Colombain, Maurice. La valeur éducative des coopératives scolaires. Paris, Office central de la Coopération à l'école, 1941. 43 p.

Originally written as a report to the 3rd Congress of the Fédération universelle des Associations pédagogiques, held in 1929, this booklet has since then appeared in various forms. It contains an historical survey of the school co-operative movement in different countries, showing the various types of work being done. A brief description of how school co-operatives function is followed by a discussion of the educational value of the co-operatives, which are differentiated from other school associations. It is claimed that school co-operatives have great value as an activity method of education, opening up easy and attractive ways to all kinds of educational experience.

IV. Contreras Vega, Adolfo. El cooperativismo en la postguerra. La escuela rural, como agente de difusión. México, 1946. 200 p.

Discusses the co-operative movement in theory and practice, its benefits and its economic and psychological repercussions. Part of the book deals with school co-operatives.

According to the author, the latter, although basically designed for educational purposes, do not differ in their activities from other types of co-operatives. Their scope is merely restricted in the sense that their members are minors who have to be supervised and guided by their teachers. The author discusses the legal status of such co-operatives, and their functions as social institutions serving the public interest, as centres of co-operative education and as factors in promoting community efforts for social development. He considers that the establishment of school co-operatives, and participation in their work, should be on a voluntary basis, that membership should be confined to pupils, and that there should be a central official body to provide guidance and supervision. The school co-operative in rural areas should form the basis for local or communal co-operatives, consisting of former pupils of the school and organized by the local teacher. In this way the school and the community will be able to work together to better the lot of future generations by bringing about improvements today.

An appendix reproduces the Mexican General Law on Co-operatives of 1938, together with samples of the documentary material required for the smooth running of co-operative societies. [V.R.]

V. Cooperativismo en El Salvador. Organo oficial de las Cooperativas Escolares. San Salvador El Salvador, 1952. 32 p.

Contains fifteen short studies on school co-operatives in general, and on the position in El Salvador; detailed statistics concerning the 33 school co-operatives that there were in the capital in 1952; and the text of the "Law relating to Co-operative Education and its Promotion", approved by the Legislative Assembly on 24 October 1952. [V.R.]

VI. Delom, Bernardo. El cooperativismo en las escuelas. Buenos Aires, Librería y Editorial de la Federación Argentina de Cooperativas de Consumo, 1947. 101 p.

Intended primarily to give teachers a grasp of the basic principles of the co-operative system, so that these may be instilled into pupils through explanations in the classroom and above all through practical experience with school co-operatives. After outlining the origins and development of the co-operative movement in general, the author deals with the origin of school co-operatives in France, and their expansion. He maintains that school co-operatives afford a medium for moral and civic education and provide teachers with a practical instrument for assessing pupils' ability, their gifts for organization, administration and self-discipline, and their special talents, for the purposes of satisfactory vocational guidance. In a chapter on "School co-operatives in Argentina", the author describes the more interesting experiments in school co-operatives carried out in that country since the movement was launched by the Government in 1923. A chapter reproduces the Statutes of the Gervasio Méndez School Co-operative as an instance of the policy adopted in this field. [V.R.]

VII. L'Education africaine. 41e. année, 1953. Nouvelle série No. 19. Dakar (A.O.F.), Service pédagogique, Direction Générale de l'Enseignement. pp. 23-60.

Gives rules with comments on them for forming a school co-operative. Explains how a primary school co-operative can open a bank account and a postal savings account and how accounts, both monthly and annual, should be kept.

VIII. El Salvador. Ministerio de Cultura. Sección de Promoción Económica Escolar. Ley de educación cooperativa y su promoción. Reglamento de las cooperativas escolares. San Salvador, 1955. 94 p.

Following a preface addressed to teachers, this work includes:

1. "Law on Co-operative Education and its Promotion". Decree No. 835 of 19 October 1952.

2. "Regulations governing School Co-operatives". Decree No. 19 of the Ministry of Education and Finance, dated 16 March 1954.

3. "Instructions for the organization and operation of school co-operatives".

The main provisions of the Law are:

Instruction regarding co-operatives shall form part of the State education system at all levels. The establishment of school co-operatives, consisting of teachers and pupils, shall be compulsory in all primary schools throughout the country, and voluntary in other schools. They shall be exempt from all municipal taxes and from postal and telegraphic charges. The Government shall include appropriations in the annual budget for the payment of grants-in-aid to such co-operatives. [V.R.]

IX. Escobar, Irma Angélica. La industrialización del país y el magisterio. Tesis presentada en el examen profesional. (Escuela Nacional de Maestras). México, 1947. 40 p.

This thesis discusses, first, the practical importance, for the industrialization of Mexico, of the handicrafts training provided in school workshops through their profit-making activities, and, second, the need for training suitable instructors.

Examples of the work done by various schools in Mexico over the past 25 years are cited to show the policy to be followed and the practical steps to be taken. In these schools the pupils acquired both a sound primary or secondary education and sufficient manual skill to produce saleable work. Although the chief aim of primary and secondary education is not to provide vocational training, the pupils not only acquired sufficient manual skill to become qualified workers shortly after leaving school but also found it easier to choose the profession best suited to their capabilities; thanks to the co-operative system adopted in the workshops, they also learnt to appreciate the importance of discipline in work, of saving time and raw materials, of comradeship and the team spirit, and of the other virtues on which the co-operative movement is based.

If the results obtained in these first experiments with school co-operatives are to be extended to the entire primary and secondary education system, suitable training must be provided for prospective teachers. It is therefore proposed to recast the curricula of teacher training colleges so that teachers will be equipped to provide instruction in both academic subjects and handicrafts. [V. R.]

X. Escobar, Miguel Angel and Ventosa Roig, Juan. Hacia la enseñanza cooperativa. México, Secretaría de Educación Pública, 1947. 107 p.

The most appropriate means of founding a healthy, vigorous co-operative movement is to provide instruction on the co-operative system in teacher training colleges and to apply its principles in school co-operatives.

Dealing with "The reorganization of school co-operatives in Mexico", Professor Miguel A. Escobar studies the causes for the failure of the Mexican Government's efforts in the period up to 1941 and means of avoiding a repetition of this failure in the new stage of work begun in 1947.

The authors give a summary account of the work carried out in the field of co-operative education in the various countries of the American continent. [V. R.]

XI. France. Office central de la Coopération à l'école. Guide officiel de la coopération scolaire, 1955. Paris, Musée pédagogique, [1955]. 288 p.

Reviews the school co-operative movement in France, explaining the various types of co-operatives, their activities and how they are organized, and discussing the rôle of co-operatives in training children to accept moral, social and civic responsibilities. Gives practical advice to the teacher on running a school co-operative, organizing co-operatives for various types of schools, and managing external relations with other co-operatives, parents and so forth. There is a section on the organization and functions of the Office central de la Coopération à l'école and a directory of companies and dealers, supplies and equipment suitable for school co-operatives. There is a good bibliography.

XII. Gascón Hernández, Juan. "La cooperación al día. Cinco estudios sobre la cooperación". Separata de la Revista de la Real Academia de Jurisprudencia y Legislación. No. 10, 1er semestre de 1955. Madrid. 36 p.

One of the five papers included in this booklet deals with school co-operatives. Though the Law on Co-operatives now in force in Spain makes no mention of school co-operatives, the author considers that various youth associations sanctioned by the law may be considered as closely similar institutions. He would count as a school co-operative "any form of association which seeks to foster (in young people) a sense of discipline, justice, strength of character and self-reliance and at the same time to achieve the specific aim of co-operatives, namely, to lower prices and to cut out the middleman". [V. R.]

XIII. Guatemala. Departamento de Fomento Cooperativo. Primer congreso de cooperativas afiliadas al sistema nacional. Guatemala, C.A., Editorial del Ministerio de Educación Pública, 1950. 204 p.

Report and Draft Standard Regulations, submitted by the Sub-Committee on School Co-operatives (page 137 et seq.).

The Sub-Committee's report, on which the draft regulations submitted to and later approved by the Congress are based, lays down the following principles:

School co-operatives provide an effective instrument for democratic education. Through their various activities they satisfy the requirements of functional education. They furnish a means of improving school equipment and at the same time mould character, afford pupils an opportunity of applying the knowledge they have learnt in the classroom, and, lastly, teach the habit of saving for a practical purpose, which is preferable to the traditional, passive, system of money-box saving. [V.R.]

XIV. _____. _____. Segundo congreso de cooperativas afiliadas al sistema nacional. Guatemala, C.A., Editorial del Ministerio de Educación Pública, 1951. 197 p.

This work includes a report of the "INCA" Discussion Group on Co-operative Studies, containing notes for the guidance of teachers in Guatemala who are required to promote school co-operatives through their teaching (pages 43-50). The following points are dealt with: features and membership of school co-operatives; aims; influence in the school and functions; the seven Rochdale principles; prices and the use of surpluses.

Also contains a report by Roberto Barrillas Izaguirre, Director of the Guatemalan Co-operative Development Movement, describing the educational and economic achievements of school co-operatives in Guatemala and giving statistics for 1951 (pages 115-122).

The Congress adopted resolutions advocating the extension of school co-operatives to rural areas and the establishment of a federative organization or school co-operative at a higher level. [V.R.]

XV. Kayart, M. "Organisation et fonctionnement des coopératives scolaires à l'école primaire". Moniteur des instituteurs et des institutrices primaires. 72e. année, No. 4. pp. 49-56, no. 5. pp. 74-78, no. 6. pp. 81-86. Tamines (Belgium), Imprimerie Duculot-Roulin.

Dealing with the essential points of a lecture given at Laeken and Mons during the "Semaine Pédagogique de Pâques 1953", (Easter Pedagogical Week), this series of articles describes what a school co-operative should and should not be, mentions tools, techniques and details of operating a school co-operative, and gives a sample constitution.

XVI. Lermong, Zamudio, y L. Gómez, Raymundo. Metódica de la cooperativa escolar. Abarca los 6 grados primarios y tiende especialmente a realizar la labor educativa a base del trabajo productivo y socialmente útil. Mexico, 1954. 38 p.

The authors start from the principle that only through school co-operatives - the establishment of which is now compulsory in Mexico - is it possible to introduce an educational system based on productive and socially useful work, as laid down in the Mexican Organic Law on National Education. If the co-operatives are to be effective, they must at all levels be suited to the stage of mental development and capabilities of the pupils. [V.R.]

XVII. Mejía Scarneo, Julio. "Las cooperativas escolares como método de enseñanza en la educación agro-pecuaria, industrial y comercial". Estudio presentado al Seminario Interamericano, celebrado en la Universidad de Maryland. Cooperativas, Sección de Cooperativas de la División de Trabajo y Asuntos Sociales de la Unión Panamericana. Washington, D.C., No. 15, Junio de 1953.

The author considers the "co-operative method", as put into practice in school co-operatives, as a special method of instruction in vocational schools. It is important to be clear as to the advantages of this method and the contribution that the American countries would make to education if it were systematically applied by capable teachers in teacher training colleges and vocational training centres.

The author refers to the origin of school co-operatives in France and the good results they have achieved from both the economic and the educational points of view - their success has prompted the extension of the system of school co-operatives to various other countries. The limited development of the system on the American continent is attributed to the conservative ideas on education still governing teacher training and to lack of initiative and interest.

The author describes the school co-operative movement in Brazil, Mexico, Guatemala and Peru and comments on the legal provisions governing such co-operatives in some of these countries. He stresses the need for a definition of school co-operatives from the methodological standpoint. They constitute a method of education which fully deserves to be described as co-operative, as it provides practical experience of co-operation, and fosters the spirit of co-operation in children, curbing their selfish impulses which at present, through lack of suitable guidance, often make children grow up to be anti-social and a danger to society.

There is reference to various resolutions adopted by American Co-operative Congresses and by the Inter-American Economic and Social Council concerning the co-operative movement, and a discussion of vocational education through school co-operatives established in farming, industrial and commercial schools. [V.R.]

XVIII. Mexico. Secretaría de Educación Pública. Dirección General de Acción Social, Departamento de Educación Cooperativa. Modelo de acta y bases constitutivas para las cooperativas escolares. México, 1949. 2. ed. 1953. 15 p.

In addition to the model mentioned in the title, this booklet contains instructions for the organization of school co-operatives, including some amendments to the provisions of the 1937 Regulations. These Regulations make it compulsory for the pupils, teachers and other staff of the schools to join the co-operatives; for part of the profits to be distributed to members in proportion to the amount they spend in the co-operative; and for pupils' initial deposits to be refunded to them on leaving the school. [V.R.]

XIX. Nigro, Juan. La conquista del niño por la acción cooperativa. Prólogo de Rómulo Boglio. Tandil (Argentina), 1947. 75 p.

This is a collection of the author's writings on the co-operative system, with special reference to co-operative education and school co-operatives. In addition to the preface, the book contains six articles, among them:

"Theoretical and practical training in the co-operative system in schools". Deals with a law, submitted to the Senate of the province of Buenos Aires in 1935 and promulgated in October 1937, which provided for instruction about the co-operative system and the establishment of school co-operatives in all schools in the province. In addition a brief summary is given of the history of school co-operatives in Europe and in Argentina, with comments on their effectiveness as an instrument for civic and social education.

"Draft statutes for the establishment of a school co-operative society". Under this draft, pupils in the fourth, fifth and sixth years, and their teachers, could join the school co-operative. Two-thirds of the members of the board of management would be pupils. The aims of the society would be economic (to help pupils to purchase school equipment) and educational (establishment of school libraries, publications, lectures, etc.).

"Co-operative societies and school co-operatives". Differences between the former, consisting of people interested in the school, and the latter, consisting of, and in the main, managed by the pupils. [V.R.]

XX. Profit, B. La coopération scolaire française. Paris, Nathan, 1932. 272 p.

Describes the origin and development of school co-operatives in France, the methods of work and the effect of school co-operatives on the pupils and the people coming into contact with them.

XXI. Rojas Coria, Rosendo. Tratado de cooperativismo Mexicano. México-Buenos Aires, Fondo de Cultura Económica, 1952. 789 p.

The author devotes a long chapter (Chapter 7) to school co-operatives in Mexico.

The first part, dealing with the history of the movement, describes experiments carried out since 1926 in a few primary and boarding schools; the efforts of the Mexican educational authorities to provide guidance for the school co-operative movement through the publication of leaflets, lectures and courses on the subject; the promulgation of the General Laws on Co-operatives of 1933 and 1937 and the corresponding regulations governing school co-operatives. Details are given of the extension of school co-operatives when their establishment in all schools was made compulsory; of the degeneration of some of these co-operatives into school shops, owing to the teachers' lack of proper training and to the absence of any official body with the necessary supervisory powers; and, finally, of their liquidation in 1941, when well organized co-operatives were closed down as well.

The second part of the chapter deals with the revival of the co-operatives after 1948, when the Department of Co-operative Education was set up as part of the Division of Social Welfare in the Department of Public Education. Efforts are being made to avoid the errors of the past, although it has once again been made compulsory to establish co-operatives in all schools without previous training for the teachers. Thanks to the efforts of the new Department, to the very definite improvements introduced in practice, to the regulations in force and to the collaboration of other government departments, school co-operatives are being given a strong impetus and the number of well-organized co-operatives - both of the consumer and the production type - is rapidly growing.

The author considers that the present regulations should be amended to make the establishment of such co-operatives voluntary; the pupils' membership should also be voluntary. Teachers should be more thoroughly trained for the work and, in general, co-operative education should be developed by means of leaflets, lectures, films, broadcasts, etc.; lastly, membership should be limited to pupils, leaving teachers to provide advice and guidance. [V.R.]

XXII. Saint-Aubert, J. de. La coopération scolaire, ses buts et ses moyens. Liaisons possibles avec la coopération adulte. Paris, Fédération nationale des Coopératives de consommation, 1953. 30 p.

A history of school co-operatives, including various definitions that have been given from time to time by various experts. The author describes the aims of the movement, with examples from actual work done in school co-operatives. Pointing out the similarities between school and adult co-operatives, he shows how one grows towards the other and how they can develop useful mutual relations.

XXIII. Spanoghe R. La coopération à l'école primaire. Braine l'Alleud, Editions de l'Education populaire, n.d. 48 p.

How a school co-operative is formed, how it functions, and how it can be adapted to the primary grades. Describes a meeting of co-operative members and the various duties which must be performed, such as keeping minutes and books. Discusses the educational value of these activities and the rôle of the modern educator, and gives a sample constitution for a school co-operative.

XXIV. Tunisie. Office centrale d'Etudes pédagogiques. La coopération scolaire. Compte rendu des Journées d'étude, Tunis, 23-25 avril 1954. Tunis, 1954. 110 p. (16e. Cahier).

Complete report of a study conference on school co-operatives, including papers read by various delegates on such subjects as co-operatives in the schools of Tunisia, in rural primary schools, in training colleges and in various technical schools. Also gives the findings of the various commissions on co-operatives in rural and urban primary schools for boys and for girls and the after-school activities of school co-operative members, and reproduces the texts of various official circulars.

XXV. Tzortzaki, Fotini. Scholikoi sunetairismoi, odigiai epharmoges. (School co-operatives, advice on the application of the system). [Athens], Panellenios Sunomospondia Enoseon Georgikon Sunetairismon, Uperesia Sunetairistikes Ekpaideuseos, 1955. 65 p. (Uperesia Sunetairistikes Ekpaideuseos Ap. 2). In Greek.

A description of the school co-operative movement in Greece, followed by official statements and some advice on how school co-operatives can be established and maintained. Other chapters are devoted to the ideology on which the movement is based, official French texts, statements made by various educators, the aims of school co-operatives and their educational rôle.

XXVI. Velaz Vidal, Carlos. La cooperación en México. Origen y desarrollo de un programa de formación y educación cooperativa. Ponencia presentada por el Jefe del Departamento de Educación Cooperativa, en la primera Reunión Técnica Americana sobre cooperativas, celebrada en México. Diciembre de 1955. 23 p.

The report begins with an historical survey of the earliest achievements with regard to school co-operatives in Mexico, dating back to 1922; reference is made to the most interesting examples of such co-operatives, the growth of school co-operatives and the various steps taken by the Departments of Public Education and Labour to regulate their operations, up to the Regulations issued in 1937 and to the compulsory winding up of existing school co-operatives in 1941.

School co-operatives in Mexico were reorganized in 1948. The author describes in detail how the new Department of Co-operative Education works and the gradual new growth of school co-operatives, which by September 1955 had reached the figure of 1,520; he also refers to the efforts made to establish co-operatives in the 19,000 government primary schools in the various States and territories, the 1,400 schools in the federal district and the many private schools approved by the Department of Public Education.

In the conclusions, the author stresses the need for giving teachers sound theoretical and practical training in co-operative organization, first and foremost in the teacher training colleges, but also by including instruction on co-operatives in the curricula of all Mexican schools. He also emphasizes the need for winning the moral support of parents and for extending the influence of school co-operatives through the establishment of co-operatives for former pupils, with a view to bringing the benefits of well-organized co-operation to the whole rural community and all sectors of the population. [V. R.]

XXVII. Ventosa Roig, Juan. Las cooperativas y el estado. Influencia de la legislación sobre su vitalidad y desarrollo. Medellín (Colombia), Fondo de Educación y Propaganda de la Cooperativa Familiar, 1949. 30 p.

Chapter IV, entitled "What can the State do in support of co-operatives?", advocates the introduction of teaching about co-operatives in all schools, and especially in teacher training colleges, and the spread of school co-operatives.

Two of the "Conclusions" (Nos. 7 and 8) dwell again on this point and on the need for school co-operatives, as educational institutions, to be under the sole charge of Departments or Ministries of Education. [V.R.]

XXVIII. _____. Elementos de cooperación escolar. 3a. ed. rev. México, 1955. 64 p.

The book contains the following chapters:

I. "Preliminary remarks". Definitions of co-operation in general, aims and categories of co-operatives.

II. "General principles of co-operation".

III. "Terminology of the co-operative movement". Critical study of the terminology used and need for employing terms not likely to lead to confusion with business firms.

IV. "Aims and characteristics of school co-operatives".

V. "Application of the general principles of co-operation to school co-operatives". Limitations imposed by the age of the pupils and the educational function of such co-operatives.

VI. "Activities in which school co-operatives may engage".

VII. "The school co-operative and reafforestation".

VIII. "Co-ordinated co-operative action".

In his "Conclusions", the author states that the school co-operative "is an extension of school work and a practical form of active education; it provides training for the future leaders of adult co-operatives and fosters feelings of fellowship, mutual help and responsibility. It makes the best use of the materials provided by the State and helps to solve the school's economic problems".

The work concludes with a bibliography and notes on other works by the author, on co-operatives in general and school co-operatives. [V.R.]

XXIX. _____. Instrucciones para el profesorado. Orientación general sobre las cooperativas escolares. Instructivo adoptado por la Junta Regional de Inspectores, celebrada en Villahermosa, Tabasco (México), 1955. 5 p.

The purpose of these instructions is to prevent certain irregularities occasionally observed by inspectors of the Department of Co-operative Education. They are divided into three parts:

1. "Aims and functions of school co-operatives". Summary of the views of B. Profit, M. Colombain, Victor Voguel, Fabio Luz, V. Moura, Tirado Benedi, A. Ballesteros, S. Hernández Ruiz, etc., emphasizing the educational importance of school co-operatives and their achievements in providing training in citizenship and fostering the children's sense of responsibility and interdependence.

2. "How a school co-operative should be run". The school co-operative should be run by the pupils for the pupils. It is essential for teachers to have a hand in its operation, but they should keep in the background as far as possible, to avoid detracting from the educational influence of the co-operative. Even if, when the co-operative is established, a teacher undertakes some supervisory or administrative duties, he should endeavour to train the senior pupils to take his place as soon as possible. The pupils themselves, in the general assemblies or committees, should elect the boards of control and management.

3. "Points to be borne in mind". To deal with disputes and avoid any duplication of work, the teacher should bear in mind that, as the co-operative becomes better organized, he has less and less part of play in it. Although all teachers are required by law (in Mexico) to belong to the co-operatives, the main problem is to convince them that co-operatives serve a useful purpose and that the time they spend on them is a gain rather than a loss so far as the education of the pupils is concerned. It is necessary to win the confidence and support of parents and pupils; not all the profits should be spent on school improvements and there should be no pressure on pupils to buy at the co-operative. [V. R.]

XXX. Ventosa Roig, Juan. Necesidad de restablecer la enseñanza de la cooperación en las escuelas normales. Ponencia presentada, en representación del Departamento de Educación Cooperativa de la Secretaría de Educación Pública a la Junta Nacional de Educación Normal, celebrada en México. Octubre de 1954. 7 p.

The ten conclusions of the report sum up the requirements to be satisfied by theoretical and practical instruction about co-operatives in teacher's training colleges and courses, if teachers are to be properly prepared for their work of providing guidance and advice in school co-operatives and in the rural community. [V. R.]

XXXI. _____. "La verdadera cooperativa escolar. Conferencia impartida a los maestros de la Primera Zona Escolar del Estado de Veracruz, reunidos en El Higo, con motivo de la celebración del Centro de Cooperación Pedagógica, por el Delegado del Departamento de Educación Cooperativa de la Secretaría de Educación Pública". Cooperativismo, Bloque de Federaciones y Cooperativas de México, No. 38, 15 de mayo 1954.

If school co-operatives are to fulfil their function in education, it is essential that they should be managed by the pupils themselves, under the guidance and supervision of teachers. In assemblies, committees and councils, the pupils should discuss the various problems and take the necessary decisions, without the teachers' trying to impose their views arbitrarily.

When a school co-operative is being set up in a district unfamiliar with the system, the teacher should act as Chairman of the Board of Management or hold some other important position - but solely to serve as an example for the pupils until they are accustomed to the co-operative system. He will demonstrate his ability by training the pupils as speedily as possible to take over the whole management of the co-operative.

From the psychological point of view, the teacher's most important function is to foster in his pupils that feeling of mutual dependence which is the cornerstone of the co-operative system, taking the place of the employer-employee relationship through which discipline is enforced in profit-making business concerns.

Without belittling the economic results which can be achieved - to provide a basis for social services already, or about to be, set up - the author states the view that the best school co-operative is not that which makes the most profit but that which best discharges its educational and cultural mission. [V. R.]